

State and Federal Program Directors Meeting

**Analysis, Measurement, and Accountability
Reporting Division
September 22, 2017**



TOM TORLAKSON
State Superintendent of Public Instruction

Agenda

- Review September 2017 State Board of Education (SBE) Items
- Updates on Modified Methods for Alternative Schools
- Tentative Release Schedule for the Fall 2017 Dashboard

Review of September 2017 SBE Item

September SBE Item

- SBE approved actions regarding the:
 - English Learner Progress Indicator (ELPI)
 - Academic Indicator
 - College/Career Indicator (CCI)
 - Three-by-five grid for small populations
 - DASS: Removal of Emotionally Disturbed Students from Criteria

English Learner Progress Indicator

- The SBE approved providing “extra credit” (an additional full weight) for long-term English learners (LTELs) who advance **at least one level** on the California English Language Development Test (CELDT).

Revised ELPI Formula

Annual CELDT Test Takers Who Increased at least 1 CELDT Level

Plus

Annual CELDT Test Takers Who Maintained English Proficiency in the Early Advanced/Advanced CELDT Levels

Plus

ELs Who Were Reclassified in the Prior Year

Plus

LTEL CELDT Test Takers Who Increased at Least 1 CELDT Level (new criteria)

Divided by

Total Number of Annual CELDT Test Takers in the Current Year *plus*

ELs Who Were Reclassified in the Prior Year

Academic Indicator

- The SBE approved to delay the incorporation of the California Alternate Assessments (CAA) in the Academic Indicator.
- The percent of students who achieved Levels 1, 2, and 3 on the 2017 CAA will be reported in two Dashboard Reports:
 - English Language Arts Assessment Report
 - Math Assessment Report

Academic Indicator (Cont.)

- Constructs of the Smarter Balanced Summative Assessments and the CAAs are different. More time is needed to develop a methodology for incorporating the CAA.

Differences Between Smarter Balanced and CAA

Smarter Balanced Summative Assessments	CAAs
Four achievement levels	Three achievement levels
Continuous scale (vertically aligned)	Not a continuous scale
Overlap in scale score ranges: <ul style="list-style-type: none">• Range for grade three is 2,114 to 2,623• Range for grade four is 2,131 to 2,663.	Scale score ranges have unique first digit for each grade: <ul style="list-style-type: none">• Range for grade three is 300 to 399• Range for grade four is 400 to 499
Aligned to the California Common Core State Standards	Aligned to the Core Content Connectors

College/Career Indicator

- The SBE revised the cut scores for Status, which includes the **2015** Smarter Balanced assessment results for **grade eleven** students (Class of 2016).
 - See Revised Cut Scores on next slide.

Revised Cut Scores

Level	Percent of Prepared Students
Very High	70% or more
High	55% to less than 70%
Medium	35% to less than 55%
Low	10% to less than 35%
Very Low	Less than 10%

CCI and the Dashboard: Timeline

Fall 2017

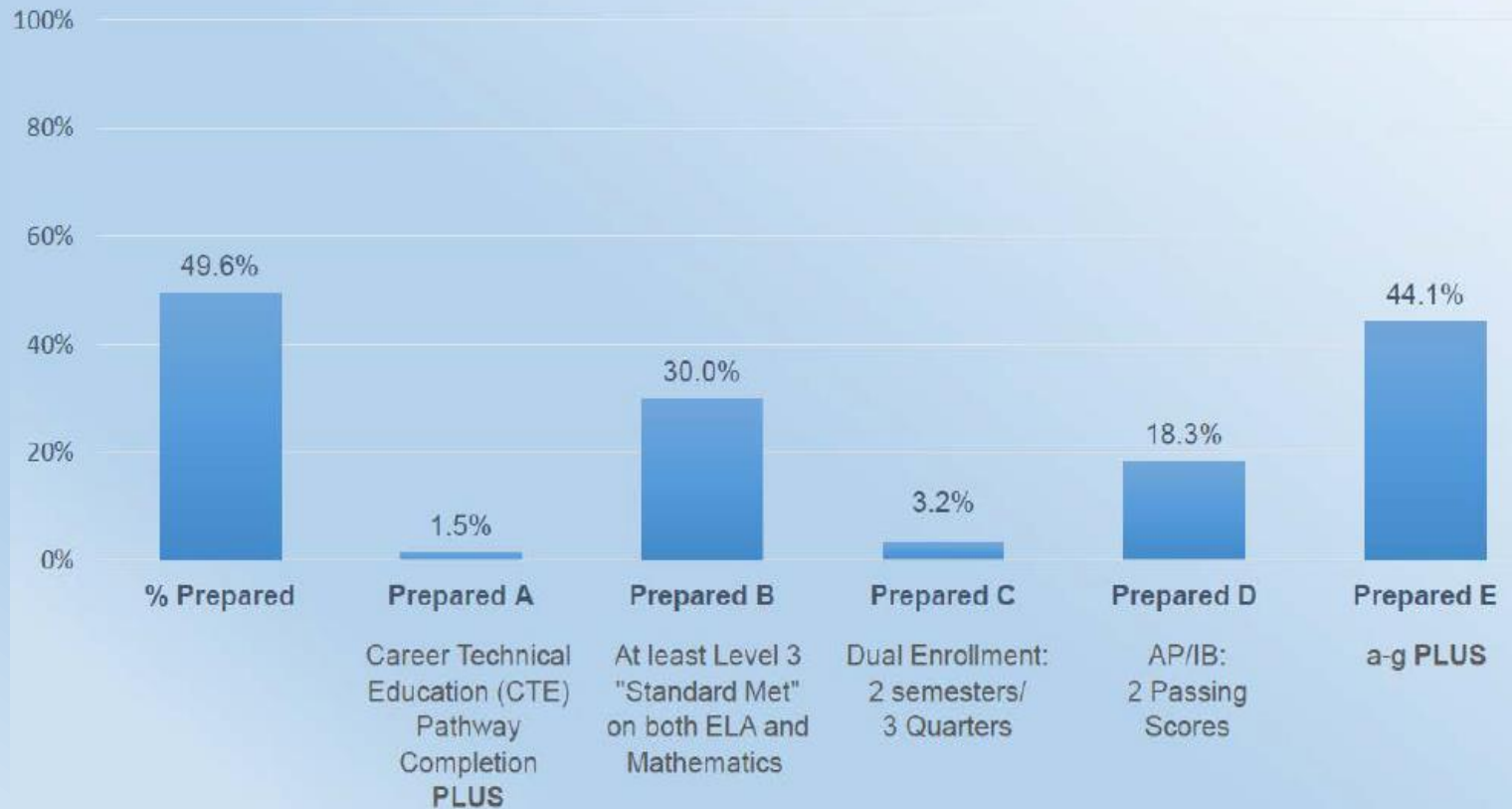
- Data for Class of 2016
- Status Only—no performance level (i.e., color)
- Breakdown by Number/Percent:
 - **Prepared** By Student Group, Measures Met
 - **Approaching Prepared**, By Student Group, Measures Met
 - **Not Prepared**, By Student Group

Fall 2018

- Status for Class of 2018 compared to the Class of 2017 for Change
- Status and Change — performance level (i.e., color) will be assigned

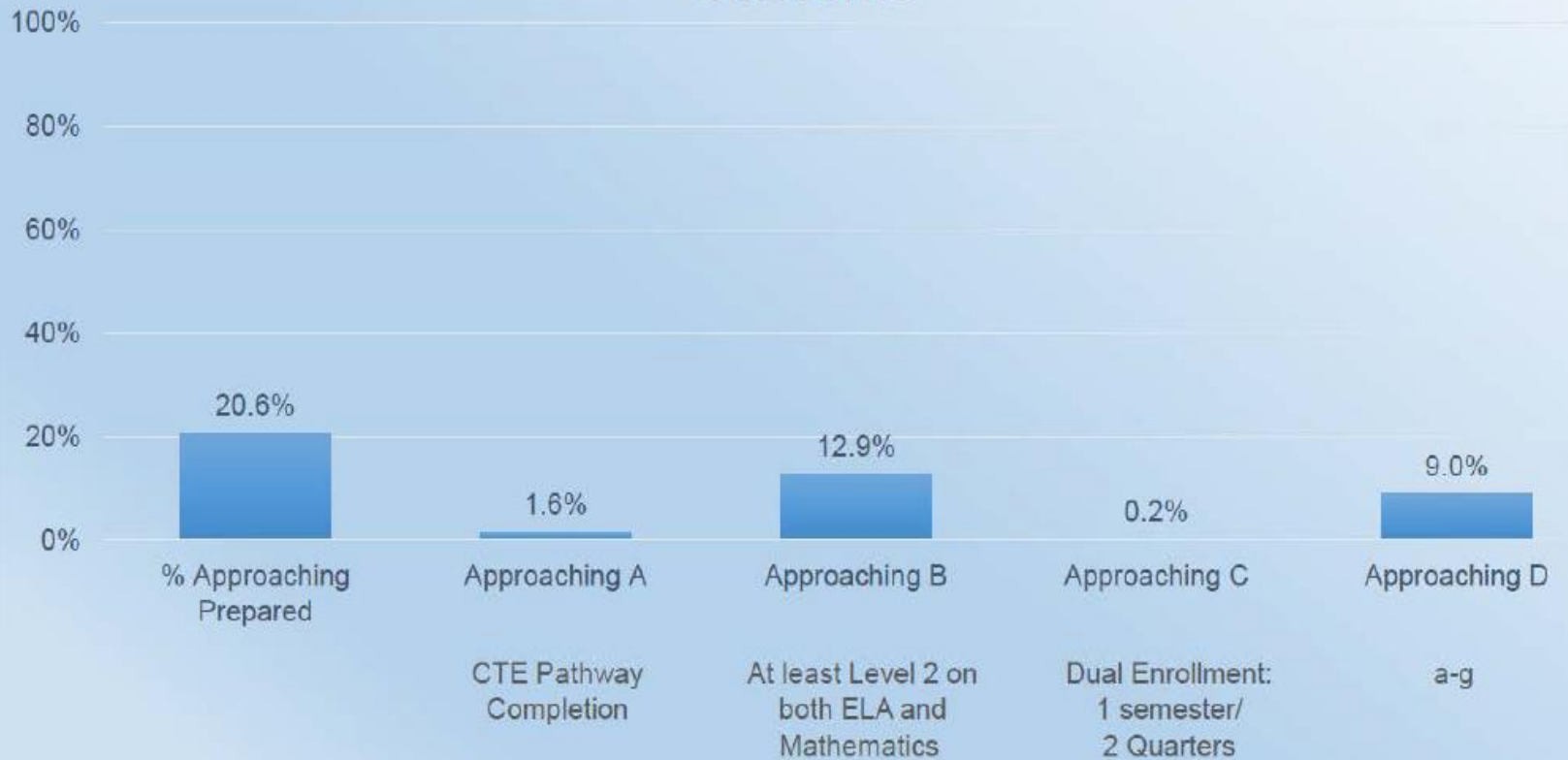
Sample CCI Report

SAMPLE DISTRICT Criteria Met: Prepared Students



Sample CCI Report (Cont.)

SAMPLE DISTRICT Criteria Met: Approaching Prepared Students



Small Populations

- Many schools, as well as charters and single-school districts, with small student populations have been over-identified in both the **Red** and **Blue** performance levels.
- The SBE approved a new methodology, called the “Safety Net”, to address this issue. The Safety Net prevents large swings in the results triggered by a few students.

Safety Net Methodology

- Removes the “Increased Significantly” and “Decreased Significantly” **Change** levels from the performance level determinations.
- Small schools will only receive one of three Change levels:
 - Increased
 - Maintained
 - Decreased

Safety Net Methodology (Cont.)

- Applies only to the **Suspension and Graduation Rate** Indicators.
 - Performance for each indicator will be placed on a three-by-five grid.

Adjusted Grid for Small Schools

Change

	Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Status	Very Low	Gray	Green	Blue	Blue	Blue
	Low	Gray	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	High	Red	Orange	Orange	Yellow	Yellow
	Very High	Red	Red	Red	Orange	Yellow

Defining *N*-Size at Indicator Level

- *N-size* is **less than 150**.
- Safety Net Methodology is based on the number of students at the **indicator level** rather than the number of students enrolled.
 - Graduation: Number of students in the cohort
 - Suspension: Number of students cumulatively enrolled

DASS Eligibility Criteria

- The SBE removed “emotionally disturbed students” from the eligibility criteria.
 - Based on recommendation by the Advisory Commission on Special Education.
 - “Emotionally disturbed students” was the only disability category included in the criteria.

Updates on Modified Methods for Alternative Schools

California Advisory Task Force on Alternative Schools

- Joint collaboration between the CDE and the Gardner Center at Stanford University.
- Charged with providing guidance on how to incorporate measures appropriate for alternative schools in the Dashboard.
- Comprised of three subcommittees:
 - Local Indicators Subcommittee
 - **State Indicators Subcommittee**
 - Emerging Best Practice

Modified Methods

Will Be:

Current Dashboard Indicators

- The same indicators apply to alternative schools
- Performance for alternative schools will be reported using the same five performance levels.

Will Not Be:

Different from the current Dashboard Indicators

- The only difference may be how the indicators are measured. (e.g., a one- year graduation rate vs. a four-year cohort rate.)

Graduation Rate Indicator

- The State Indicators Subcommittee supported the following metric:
 - A one-year graduation rate should be used in place of the four-year cohort graduation rate.
 - Students who earn a regular diploma, a high school equivalency certificate, or a special education certificate should be counted as graduates.

Graduation Rate Indicator (Cont.)

- Based on simulation results, the Subcommittee requested that CDE explore additional methodologies to calculate the one-year graduation rate for consideration at the next meeting.

Tentative Release Schedule for the Fall 2017 Dashboard

Early November 2017

- LEA private preview begins
- Rolling weekly release of indicators

November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators

Week of November 27, 2017

- Tentative public launch of the Dashboard

Questions and/or Discussion

